

***From Polytechnic to University
18 Years On: Coming of Age***

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Some history

- from 13th century: 6 universities
- no change for over 600 years
- growth in the late 19th century
- university colleges of University of London
- colleges of advanced technology

Some history

- 24 additional universities in 1964
- around 40 universities up to 1991
- 30 polytechnics re-designated in 1992
- so there is nothing new in university growth

Today

- 116 universities
- 166 institutions of higher education
- established by Royal Charter or Parliamentary Status
- autonomous property owning bodies

Facts and figures

- 2.5m higher education students
- 1.1% of GDP spent on higher education
- £7.5bn annually of which 62% on teaching
- 1.8% of GDP on research and development

Drivers for change

- population growth
- the white heat of technology speech (1963)
- greater participation in higher education
- the Open University

The polytechnics

- academic and vocational
- engineering and applied science
- growth in business, management and humanities

Differences

- the binary divide
- funding regimes
- quality assurance

Differences

- degree awarding powers
- higher technician education
- full-time and part-time

Why the 1992 change?

- greater participation in higher education
- growth in student numbers
- financial efficiencies (reduction in overall funding)

Initial perception

- 'second class' universities
- unified quality systems
- dual delivery of higher technician and degree qualifications
- a drift from vocational origins
- Mickey Mouse degrees

Current myths

- research intensive universities
- industry facing universities
- teaching only universities

The real position

- a variety of institutions
- no simple classification
- focus on promoting quality and excellence
- do what you do best

Universal factors

- students as consumers
- student satisfaction survey
- league tables
- research assessment exercise

....but still some difference of management styles

And as a consequence

- greater focus on quality of
 - delivery of teaching
 - assessment and feedback
 - international standing
 - what staff actually do

Supported by

- capital funding for buildings
- capital support for research infrastructure
- special funding for knowledge transfer

Further recent changes

- foundation degrees
- Regional Development Agencies
- partnerships with business and industry
- Government 'Higher Ambitions' paper
(<http://www.bis.gov.uk/policies/higher-ambitions>)

What it means in Portsmouth

- 20,000 students
- 2,500 staff
- teaching **and** research
- national and international collaboration

Profile in growth

	1993/94	1998/99	2008/09
Students	11,307	15,798	20,934
Turnover £,000	67,482	81,008	158,773

- £100m investment in buildings over the last 10 years

University of Portsmouth headline aims

to give an excellent student experience focussed on knowledge and skills essential for roles in the global workforce

to raise aspirations and to promote access to the University

Headline aims continued

to promote discovery, development and application of knowledge through high quality research

to contribute to sustainable economic, social, cultural and community regeneration and development

How do we choose what we do?

- quality
- academic or professional strengths
- excellence

Research

- applied mathematics
- biochemistry and molecular modelling
- European studies
- materials and composites

Teaching

- full-time and part-time
- work-based learning
 - IBM, Ford, QinetiQ, Royal Navy
 - government and agencies
- international delivery

Regional partners

- enterprise and incubation hubs
- Knowledge Transfer Partnerships
- San Diego model
(<http://www.innovationgrowth.co.uk/solent/>)

...all driven by regional economic priorities,
strategy and industrial profile

...but also

- creative and cultural industries
- catalyst for economic growth
- leading in cultural development and social inclusion

(<http://www.port.ac.uk/cibas>)

The future?

- greater focus on research excellence and critical mass
- greater collaboration with business both in research and professional development
(<http://www.highereducation.cbi.org.uk/>)
- greater flexibility in delivery
- support for social mobility?

But....

there is a general election in 2010